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ABSTRACT

This paper describes the career development workshops offered to students at Brigham Young University in Provo, Utah and how the workshops have been structured and used as a tool to facilitate the career development of the students. It explains how the content of the workshops was guided by student-expressed career development needs and an adaptation of the seven career development stages of: (1) Fantasy (reasons for career development); (2) Awareness (career development concepts, stages, and decision making process); (3) Exploration (self-awareness, educational and occupational opportunities); (4) Narrowing Down (a refined knowledge of self and career alternatives); (5) Choice (reality feedback); (6) Implementation (implementation process and goal revision); and (7) Maintenance (personal and professional growth process). Four career development workshops and their content are presented. Workshops described are the Career Decision Making Workshop, the Factors Affecting Career Choice Workshop, the Choosing a Major Workshop, and the Choosing an Occupation Workshop. The paper concludes with a discussion of student responses to the workshops. (NB)

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CAREER WORKSHOPS: A TOOL FOR THE CAREER DEVELOPMENT OF COLLEGE STUDENTS

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Presented at AACD in Chicago, March 21,1988

Students attending colleges and universities each year are at different levels of career development. This is the case at the Brigham Young University where each fall approximately 4,000 students, of the 26,000 enrolled, are enrolled as undecided students. A similiar number of students have a chosen major but realize they choose it prematurely and now need to explore other fields. Other students are happy with their choosen fields of study but are unaware of their occupational opportunities or undecided about their occupational direction or their desired type of employer.

As well as being at different levels of career development BYU students, like students on other campuses, are of different ages, sexes, races, and quite a variety of national, cultural and socioeconomic backgrounds. This student diversity establishes an interesting challenge for college career development practitioners who desire to assist, and if possible facilitate, the career development of these students.

According to Herr and Cramer (1984) colleges and universities have used four major approaches to delivering career development assistance to their students: (1) structured groups such as classes, workshops, and seminars; (2) group counseling which is less structured; (3) individual counseling; and (4) placement programs. Brigham Young University uses all of these approaches to helping students with their career development.

This paper will focus on the career development workshops at BYU and how they have been structured and used as a tool, along with the other career guidance services, to facilitate the career development of the students in our diverse population.

CAREER WORKSHOP PROGRAM

In the fall of 1985 the Counseling and Development Center at BYU created a series of career development workshops to be used as a tool, along with other career services, to help facilitate the career development of undecided students. Our plan was to reach as many students with a little help instead of only a few with long term indepth help since we had so many students to serve. We felt that if we could get students started on their career development they could do many things on their own such as: individual career counseling, self assessment, enrolling in career classes, doing research in the career information center, and job site visits.

The type of workshops offered were based on the type of questions students asked us as we counseled with them and helped them in the career center. These questions, we feel, were an

indication of their career development needs. Students would ask," how do you go about choosing a career or a college major?" Some students would ask,"can I take an aptitude or interest test to help me decide my career direction?" Other students wanted to know what college majors were offered at BYU and other schools, their requirements and occupational opportunities. Many students wanted to know about the world of occupational opportunities and especially which ones were in demand and their salaries.

As a result of these types of questions and our experience with undedided students we developed four workshops entitled--"Career Decision Making", "Factors Affecting Career Choice", "Choosing an Occupation" and "Choosing a College Major". We did not concern ourselves with workshops related to placement since they were offered through the BYU Placement Center located in another part of campus.

The career workshops were taught as part of the load of three faculty members. It was decided that we would experiment by offering eleven fifty minute workshops a week with the times arranged so students could complete the series of four workshops in one day, complete the series on a weekly basis, or take a single workshop as needed. The times of workshops would vary a little each week to accomodate the schedules of the many undecided students on campus. We had no idea how our experiment with eleven workshops a week would work out.

During the fall semester 1985 students were informed of the workshops through announcements placed on three small bulletin boards mounted on three easels and located in three areas on campus frequented by students.

CAREER WORKSHOP CONTENT

The content of the four career workshops was guided by student expressed career development needs and an adaptation of the career development stages as presented by Harren (1979), Tiedeman (1963), Super (1963), and Ginzberg (1951). The stages as I have adapted them to be more meaningful to undecided college students and the knowledge needed at each stage to progress to the next stage are as follows: FANTASY, reasons for career development; AWARENESS, career development concepts, stages, and decision making process; EXPLORATION-self awareness, educational and occupational opportunities; NARROWING DOWN-a refined knowledge of self and career alternatives; CHOICE-reality feedback; IMPLEMENTATION-implementation process and goal revision; MAINTENANCE-personal and professional growth process.

The content of each of the workshops was presented so that students were expected to leave the dualistic stage as defined by Perry (1970) and move to an internal locus of control as they go through the career exploration and decision making process. The four career workshops and their content are presented below.

Career Decision Making Workshop

The career decision making workshop was designed to meet the needs of those students who have no idea how to go about the career development and decision making process, those students who understand parts of the process but need help to put it all together, and those students who already understand the steps but need them reconfirmed and receive encouragement to begin and go through the process.

The workshop content given below is basic to assisting the workshop attenders to establish their own cognative map of the process. It is up to instructors to use their own initiative to introduce and present the material in a way that will be personal, exciting, understandable and involve those attending.

1. The career development stages visually presented and discussed on a personal level.
2. The career decision making steps visually presented and discussed on a personal level.
3. The three main decisions involved in making a career decision--employer, occupation, college major.
4. An introduction to the personal and other factors which effect career decisions.

Factors Affecting Career Choice Workshop

The factors affecting career choice workshop is designed to meet the needs of those students who desire help to establish their career identity and criteria for career selection through self assessment. It also serves the needs of those students who desire to be aware of the personal and outside factors which influence career decisions.

The workshop content, as outlined below, is set up to help students go through self assessment and to bring to their attention various environmental factors to consider while making career decisions. It will be up to each instructor to introduce and present the materials in a way that will be personal, exciting, understandable and involve those attending.

1. Students are to be assisted in considering their personal factors such as--values, goals, achievements, abilities, needs, interests, desired location, desired employers, data-people-things, working with people vs helping people,and etc.
2. Outside influences are considered such as--family, cultural, sociological, economic supply and demand, certification and licensing, tests and grades, competition, and etc.
3. Students are made aware of and tour the career informaton center, the testing center, the computer career programs,and etc.

Choosing a Major Workshop

The choosing a major workshop was prepared especially for those undecided students who were not familiar with the various areas of study open to them on a university campus such as BYU, or at other schools such as--community colleges, trade schools, technical schools, and professional schools. It was also designed for those students who need encouragement and support as they begin the decision making process of generating college major alternatives and narrowing them down to those in line with their values, goals, interests, and other personal criteria.

The workshop content outlined below is planned to assist students in generating a list of college major options, pick out those they most prefer and then begin the research process. As a background for this college undergraduate and graduate degree programs are reviewed along with other outside factors that may influence their decisions.

1. The career decision making process and some factors affecting career choice are briefly reviewed.
2. The typical undergraduate and graduate degree structure and the number of semester hours required for various degrees are presented.
3. A list of the BYU colleges, their departments and degree programs are given to the workshop attenders for them to select out those they most prefer. The College Major Card Sort could also be used for this purpose.
4. Students are now to collect information about the majors they most prefer from the academic departments, seniors and graduate students in the majors, the career information center and placement center.

Choosing an Occupation Workshop

The choosing an occupation workshop was prepared specifically to assist those students who feel they need to expand their knowledge of the occupational world, learn how occupations are grouped and classified, and become aware of sources of occupational information and methods of researching specific occupations.

The content given below for this workshop is arranged so that undecided students would have an exposure to the organization and classification of occupations, different types of employers, company organizational structure, etc. Students are also assisted in generating a list of occupational alternatives, selecting from the list those that best meet their criteria, becoming knowledgeable about sources of occupational information, and then conducting their research.

1. The career decision making process and some factors affecting career choice are briefly reviewed.
2. Types of employers and an organizational structure for a typical company are considered.

3. Entry level salaries for recent BYU graduates in the various majors and degrees are considered.
4. Anne Roe's (1956) Two-way classification of occupations is presented and discussed to help students consider the level of training and the occupational category they may prefer.
5. A list of many occupations under various categories are given to each student to pick out those occupations they most prefer.
6. Students were assigned to research three or more of the occupations they preferred by using the career information center, placement center, and job site visits to obtain reliable information about those fields before making any career decisions.

As stated earlier, students could take all four workshops in a series or take any one or more workshops that would meet their career developmental needs.

STUDENT RESPONSE TO THE WORKSHOPS

When we began the career workshops we who taught them had no idea how students would respond with the limited advertising mentioned earlier. A summary of the attendance for nine weeks of workshops during the fall semester of 1985 revealed the following results.

A total of 451 students attended 99 workshops for an average or 4.55 students per workshop. Of those attending the workshops 230 (51%) were men, 221 (49%) were women. The class break down for those attending was as follows: freshmen 34%, sophomore 36%, junior 18%, senior 4%, other 1%.

It was interesting for us to look at the attendance at each of the different workshops. The percent attending each workshop was as follows: Career Decision Making--19%, Factors Affecting Career Choice--27%, Choosing a Major 29%, and Choosing an Occupation 25%. From our observation of the rolls we estimated that about half of the students attending workshops attended two or more of the series. This means that the workshops served about 225 different students during the nine week period under study.

During the following year (1986-87) we reduced the number of workshops to six per week and during the spring and summer terms two per week. We found that the attendance at the various subsequent workshops was directly related to the way they were advertized.

Since the workshops have been created they have become portable workshops. The career decision making workshop is repeated three different times during new student orientation at the beginning of each semester. Teachers of academic classes on campus have at times asked us to give one or two workshops to their students to help them with their career development.

Student written responses to the workshops has been very positive. Students who had chosen their majors on fantasy now

know how to go about the career exploration and data collecting process since taking the workshops. All students attending the workshops are now aware of the other career development services available on campus such as--individual career counseling, assessment, computer information systems(SIGI,and DISCOVER), the career information center, and the placement center.

We feel the career development workshops serve a very useful purpose in reaching those students who may hesitate to come in for individual counseling and would not have the time to take a career class. The workshops also make it possible to serve more students than we would be able to reach through individual counseling.

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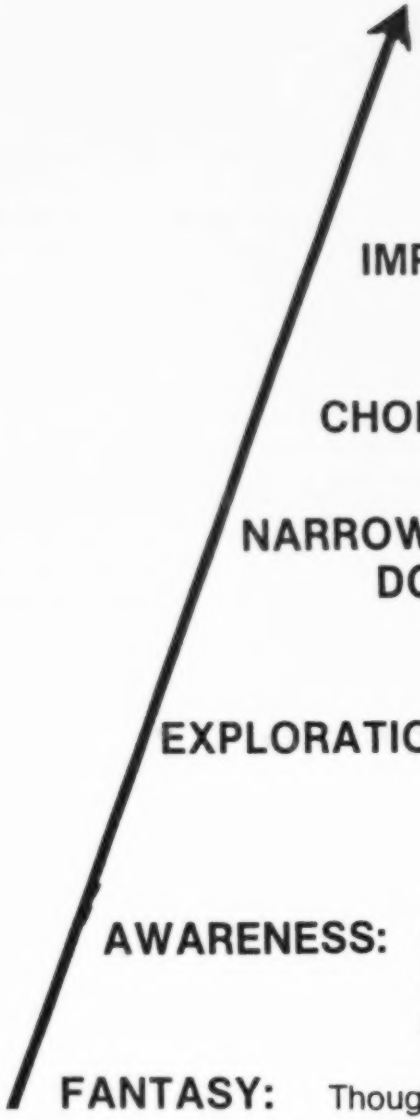
(Goodson)

STAGES OF CAREER DEVELOPMENT*



MAINTENANCE: Continuing in one's chosen occupational field, advancing, and making career adjustments as needed until retirement.

IMPLEMENTATION: Completing educational requirements and obtaining employment.

CHOICE: Making an educational-vocational choice from the most likely choices.

NARROWING DOWN:
(1) Picking out the most likely choices in relation to ones values, goals, etc.
(2) Collecting detailed information about the most likely choices.

EXPLORATION:
(1) Learning of the various educational and occupational opportunities.
(2) Making a self-analysis by considering one's values, goals, interests, abilities, etc.

AWARENESS: Individuals are not satisfied with their self-in-situation appraisal and are motivated to begin the career exploration process.

FANTASY: Thoughts of educational and occupational goals without considering necessary information.

*Adapted from the Career Development Stages of Ginzberg, Super, Tideman, and Harren.